

SMARTBOOK

Senior Leaders Course

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Course Overview



The purpose of the Senior Leaders Course is to prepare promotable Staff Sergeants to assume the responsibilities of a Senior Non-commissioned Officer within the Chaplain Corps. The main focus is upon assuming duties as a Garrison NCOIC.

There is a strong emphasis placed upon students being able to communicate clearly, analyze situations critically, and make sound decisions that will provide the best benefit to the unit, while still accomplishing the mission at hand.

Army Writing



Summary:

This training is designed to help by giving some fairly specific suggestions and techniques that can help you become an effective Army writer.

Begin by giving an example of poor writing and discuss why it does not communicate the intended message.

Essential Steps/Content:

Utilizing correct punctuation

Utilizing Active voice

Changing Passive voice to Active voice

Utilizing spell check

Proof Reading

Key References:

1 – www.English-zone.com

2 – www.Grammarly.com

3 – www.Quickstudy.com (English Grammar and Punctuation – 6.95/Handout)

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Critical Thinking



Summary: Explore the aspects of critical thinking by looking at various scenarios, and applying specific techniques to analyze the situation.

Begin by placing a vague scenario before the group and have them think through the potential consequences of the situation. (i.e.. Chaplain carries a weapon for a short part of a combat mission, but does not use it. Should they be punished? How/Why or why not?)

Essential Steps/Content:

Define critical thinking

Identify barriers to critical thinking

Identify the components of critical thinking

Identifying and challenging assumptions

Understanding context

Explore alternative solutions

Develop critical reflection

Key References:

1 – Critical Thinking Facts (training aids folder)

2 – Reasoning Checklist (training aids folder)

Army Problem Solving



Summary: The Army Problem Solving process enables leaders of all levels to work through problems and arrive at suitable solutions.

Begin by giving a large scale problem to the group that must be discussed and a solution must be created. There should be multiple possible solutions, and it is best if there is no “right” solution. (i.e.. Survivors of a massive incident and how much food is available to sustain. Who gets fed? Why or why not?)

Essential Steps/Content:

Recap critical thinking steps (foundational to this type of training)

Define the difference between critical thinking and critical reasoning

Utilize the Army problem solving process (training aid)

Key References:

1 – FM 6-0

2 – see training aids folder

Conduct a Staff Study



Summary: A staff study combines the elements of critical thinking and problem solving into a cohesive whole; enabling the staff section to coherently present the problem and solution(s) to the command for approval or disapproval

Begin by selecting a problem that is within the MOS, and can be reasonably defined. (i.e.. The job of the fund technician being green suiter vs. civilian)

Essential Steps/Content:

Define a staff study

Identify the purpose of a staff study

Understand the format of a staff study

Present the findings of a staff study

Key References:

1 – FM 6-0 Chapters 5 and 7

Manage the Garrison Chaplain Office



Summary: This training is designed to enable students to manage the garrison chaplain office by creating an understanding of the organizational structure, understanding directorates and their functions, and implementing SOPs

Begin by making a list of the things a Garrison NCOIC should want to track and be familiar. Next to each item list the directorate or resource that will be utilized to accomplish the task.

Essential Steps/Content:

Identify the structure and function of the Garrison Chaplain Office

Develop a SOP for the Garrison Chaplain Office

Identify the Directorates on the installation

Understand the function of each directorate and how it correlates with the Garrison Chaplain Mission.

Key References:

1 – FM 1-05

2 – AR 165-1

3 – Sample SOP in training aids folder

Manage Garrison Chaplain Property



Summary:

This training will explain the responsibilities a Garrison Chaplain NCOIC has in managing property by ensuring it is properly accounted for and managed

Begin by discussion various items you have signed for on a hand receipt. Why do you think it is necessary to sign for these items?

Essential Steps/Content:

- Apply property management principles
- Understand how Army logistics functions
- Understand the purpose of a Hand Receipt
- Understand the different types of responsibility
- Assigning responsibility for property
- Define property
- Define the classes of supply
- Maintain records for property
- Understand the importance of inspecting/inventorying property
- Understand how to change property from one to another

Key References:

- | | |
|-----------------|---------------------|
| 1 – AR 25-30. | 6 – AR 725-50 |
| 2 – AR 25-400-2 | 7 – AR 735-11-2 |
| 3 – AR 710-1 | 8 – AR 735-5 (2013) |
| 4 – AR 710-2 | 9 – DAM PAM 25-30 |
| 5 – AR 710-3 | 10 – DA PAM 710-2-1 |

Manage the Commander's CMRP



Summary: This training will enable students to understand how to manage the CMRP at the installation level with a focus upon planning for the upcoming FY CMRP, and executing the current CMRP

Begin by asking what experiences others have had with the CMRP. Ask why they think it is important or not important.

Essential Steps/Content:

Define the purpose of the CMRP

Explain the standardized process for creating the CMRP

Implement a plan for the upcoming CMRP

Execute the current CMRP utilizing the CHIPS management tool

Key References:

1 – AR 165-1

2 – DA PAM 165-18

Conduct an Inspection of a Chapel Tithes and Offering Fund



Summary: This training will show students the importance of conducting an inspection of the CTOF and how it is used to ensure proper accounting procedures have been followed.

Begin by discussing what people know about the CTOF. What functions does the CTOF do? How does the CTOF manage income and expenditures?

Essential Steps/Content:

Identify the steps necessary to safeguard an offering

Understand how the CTOF manages income and expenditures

Understand how the Government Purchase Card is used

Understand the nature of Non-Personal Services Contracts

Utilize the inspection worksheet to inspect the Fund

Key References:

1 – AR 165-1

2 – DA PAM 165-18

3 – see training aids

Write a Non-personal Services Contract



Summary: This training explains the process for writing and staffing a non-personal services contract

Begin by discussing what students think a non-personal services contract is utilized for, and why it is important to the Chaplain Corps

Essential Steps/Content:

Understand basic contracting terminology

Understand the difference between personal vs non-personal contracts

Understand the difference between an employee and a contractor

Understand the job of the contracting officer

Know the differences between APF and NAF contracts

Creating a good Statement of Work

Key References:

1 – AR 165-1

2 – AR 215-1

3 – AR 215-4

4 – DA PAM 165-18

5 – Federal Acquisition Regulation;
Vol 1 (parts 1-51)

Determine UMT Training Requirements



Summary: This training will teach students how to prepare a training plan that can be utilized at any echelon.

Begin with a scenario about deployment. Be vague as to what the mission is, but instruct students to list important topics to train before deploying. In discussion, note whether they assumed the mission was combat oriented. Discuss if their topics would change for a humanitarian aid mission.

Essential Steps/Content:

Assess training needs

Utilize Army principles of unit training in ADRP 7-0

Utilize past training assessments to determine requirements

Utilize METL, DMETL and task lists to determine training requirements

Utilize DTMS to determine training requirements

Plan training utilizing previous assessments

Plan training around Long Range, Short Range and Near Term calendars

Manage training by use of assessments

Key References:

1 – ADP 3-0

2 – ADRP 7-0

3 – AR 165-1

4 – FM 1-05

Prepare a Religious Support Plan



Summary: This class will teach students how to prepare a comprehensive Religious Support Plan (RSP).

Begin by discussing what students believe comprise a RSP. Ask why a RSP is important.

Essential Steps/Content:

Analyze the OPORD for content that touches the Religious arena (Note: this is a 20 level task, and should be taught/refreshed prior to the RSP)

Prepare the Running Estimate

Prepare the RSP

Key References:

1 – ATP 1-05.03

2 – FM 1-05

3 – FM 6-0

Manage the Emergency Operations Center Chaplain Cell



Summary: This class will lay out the responsibilities of a Garrison Chaplain Office when the need arises to man the EOC.

Begin by posing a situation of an active shooter or natural disaster. Discuss the actions the RST should take in that situation, and what information the EOC might need to gather in that situation. Remember to keep focused upon Religious Support.

Essential Steps/Content:

Define the purpose of the EOC.

Define the types of disasters in which the EOC Chaplain cell might be activated

Describe the functions of the EOC

Discuss how to best man the EOC

Recognize Force Protection Condition (FPCON) levels

Identify FPCON measures

Key References:

1 – AR 165-1

2 – ATP 1-05.01

3 – ATP 1-05.03

4 – FM 6-0

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Religious Support in Defense Support of Civil Authorities Missions



Summary: This class will provide information on Defense Support of Civil Authorities (DSCA) missions and how the Garrison Chaplain Office may provide support during those missions

Begin by discussing any kind of huge natural disaster. It can be from a movie or an actual event. Discuss what the implications to Religious Support might look like in that situation. How would RS units coordinate? Who would be a priority for receiving RS?

Essential Steps/Content:

Define DSCA

Identify current RS doctrine for RS during DSCA missions

Define the Area of Operations during DSCA

Explain the Doctrinal Language of DSCA

Define Command and Control divisions of FEMA

Define Posse Comitatus and its role in DSCA

Discuss RS implications during DSCA missions

Key References:

1 – ADP 3-28

2 – ADRP 3-28

3 – AR 165-1

4 – FM 1-05

5 – Homeland Security

Presidential Directive, Critical
Infrastructure Identification,

National Preparedness (HSPD 8)

6 – JP 1-05

Manage Religious Support Operations at a JTF/JFLCC Headquarters



Summary: This class will define joint, combined and coalition operations and discover how religious support can be integrated these environments

Begin by asking what students think a JTF or JFLCC is, and why they are different from our normal Army echelons. What difficulties might we find in integrating RS in a situation where several countries are combined for the mission?

Essential Steps/Content:

Define Joint, Combined and Coalition Operations

Define Religious Ministry Support

Define the three elements used to manage religious support

Apply the major functions in managing Religious Ministry Support

Key References:

1 – FM 1-05

2 – ADP 5-0

Understand the Impact of Cultural Factors on Military Operations



Summary: This class will discuss the importance of knowing the culture of the people in which we are operating.

Begin by discussing any number of cultural incidents where one culture offended another, whether directly or indirectly. Was the offended country right to be offended? What changes when we learn about the culture of the operating area?

Essential Steps/Content:

Define Culture

Discuss what shapes culture

Understand the impact of language and symbols in culture

Determine how world view affects perspectives

Explore the implications of cultural awareness in RS

Key References:

1 – AR 165-1

2 – ATP 1-05.03

3 – FM 1-05

4 – JP 1-05

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Risk Management



Summary: This class will show students the importance of mitigating risks during training. Instructs students on the utilization of the risk assessment worksheet.

Begin by discussing a hazardous scenario in which several unnecessary risks are being taken. Discuss what risks are present, why they are dangerous and how could the situation be made safer.

Essential Steps/Content:

Define risk

Describe the risk management process

Key References:

1 – ATP 5-19

Implement Active Listening Techniques



Summary: This class shows the importance of listening in the art of communication. Students learn skills to become an active listener resulting in a stronger communication process.

Begin by discussing an example where there was a large misunderstanding which could have been avoided through the art of active listening. (Think Abbott and Costello's "Who's on First" routine).

Essential Steps/Content:

- Define Listening
- Describe barriers to listening
- List bad listening habits
- Define active listening requirements
- Implement active listening techniques

Key References:

- 1 – Insert up to three key references from lesson plan.
- 2 –
- 3 –

Non-Commissioned Officers Development Program (NCOPD)



Summary: This class discusses the importance of the NCOPD program and enables students to improve an existing program or begin a program where none exists.

Begin by discussing the need to develop critical skills within NCOs apart from normal training. Why is there a difference in how we train as NCOs vs as a unit? What skills do you think belong to NCOs that are not shared with lower enlisted? (Note: NCOPDs should be created within the framework of the Contemporary Operational Environment)

Essential Steps/Content:

Identify the NCO vision

Identify the Leader development process

Identify unit NCOPD requirements

Implement the NCOPD program

Key References:

1 – AR 350-1

2 – DA PAM 600-25

3 –

Advise Soldiers on the Process of Religious Accommodation



Summary: This class will provide students with steps to help accommodate religious practices.

Begin by giving a scenario where a Soldier is requesting accommodation for a religious practice. What questions should be asked as we gather information about the person? Do we need to be familiar with different religions so that we are aware of practices that may interfere with the normal mission?

Essential Steps/Content:

Define the Army's policy on religious accommodation
Identify four categories of religious practice that may conflict with military operations
Explain the procedure for requesting religious accommodation
Discuss Commander and NCO support channel actions on requests for religious accommodation

Key References:

- 1 – AR 165-1
- 2 – AR 600-20
- 3 – AR 670-1
- 4 – DA PAM 670-1

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